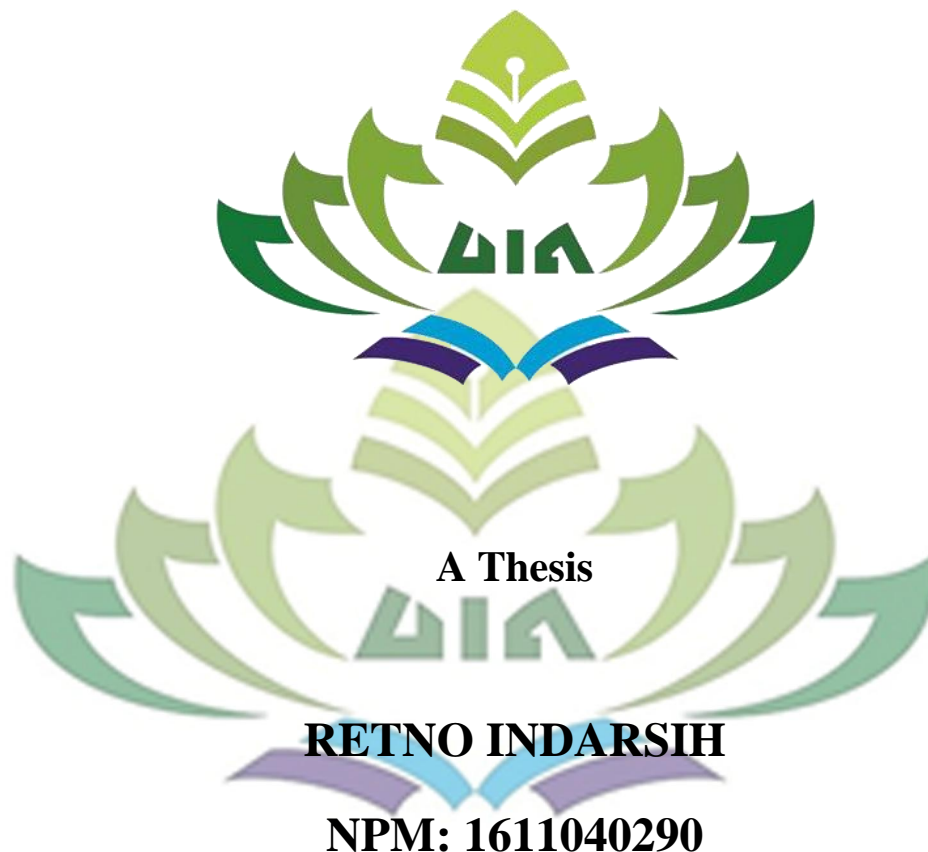


**THE INFLUENCE OF USING BRAIN WRITING TECHNIQUE TOWARD
STUDENTS' WRITING ABILITY IN NARRATIVE TEXT AT
THE TENTH GRADE OF SMK YP 17 BARADATU
WAY KANAN IN THE ACADEMIC
YEAR OF 2020/2021**



**Study Program: English Education
TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2021**

**THE INFLUENCE OF USING BRAIN WRITING TECHNIQUE TOWARD
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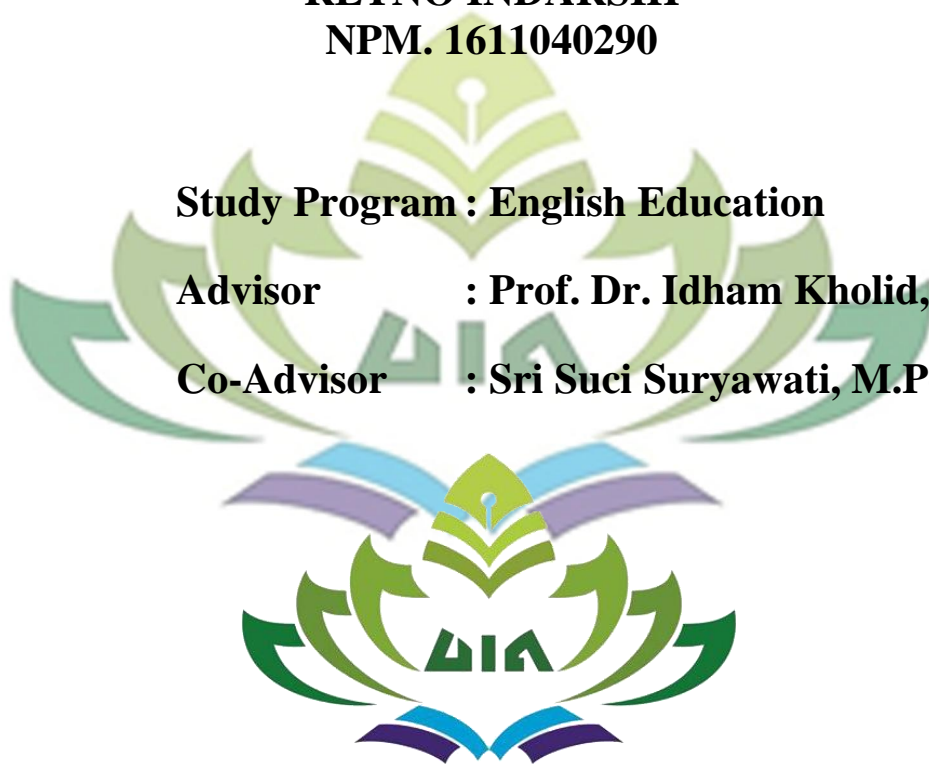
**A Thesis
Submitted in Partial Fulfillment of the Requirements
for the S-1 Degree**

**By
RETNO INDARSIH
NPM. 1611040290**

Study Program : English Education

Advisor : Prof. Dr. Idham Kholid, M.Ag

Co-Advisor : Sri Suci Suryawati, M.Pd



**FACULTY OF TARBIYAH AND TEACHER TRAINING
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG**

2021

ABSTRACT

THE INFLUENCE OF USING BRAIN WRITING TECHNIQUE TOWARD STUDENTS' WRITING ABILITY IN NARRATIVE TEXT AT THE TENTH GRADE OF SMK YP 17 BARADATU WAY KANAN IN THE ACADEMIC YEAR OF 2020/2021

By:

Retno Indarsih

The objective of this research was to know whether there is any influence or not by using brain writing technique for students' ability in writing narrative text at the Tenth Grade of Vocational High School 17 Baradatu, Way Kanan in the academic year 2020/2021. Based on the preliminary research, it showed that the students' writing scores were still low. It can be seen from the students' writing score, there was 59,2% students who got score under the criteria minimum mastery in Vocational High School 17 Baradatu.

This research used pre-experimental research which applied one group pre-test and post-test. Population of this research was the students at Tenth grade and the writer used total sampling to take the sample that was class X of OTKP (*Otomatisasi dan Tata Kelola Perkantoran*). This research applied pre-test and post-test to collect the data and then after writing test was given, the writer analyzed the data by using SPSS (Statistical Package for Social Science).

After conducted hypothesis test of the data which analyzed by using paired t-test, it showed that Sig. (2-tailed) was 0.000 lower than 0,05. It means that alternative hypothesis was accepted and null hypothesis was rejected. Based on the result, the writer concluded that there was a significant influence of using brain writing technique toward students' writing ability in Narrative text at the Tenth grade in Second Semester of Vocational High School 17 Baradatu.

Keywords: Brain Writing Technique, Experimental Research, Students' ability in writing Narrative Text

DECLARATION

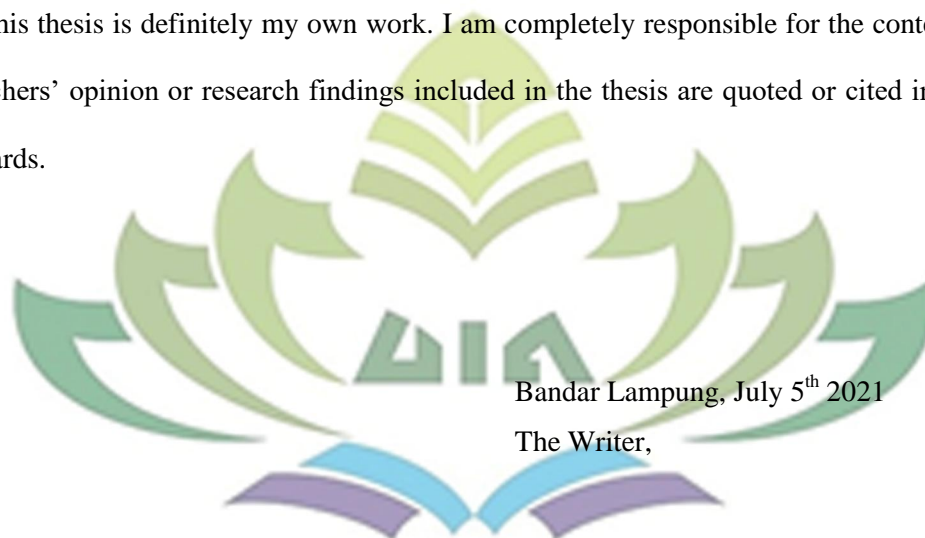
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Certify that this thesis is definitely my own work. I am completely responsible for the contents of this thesis. Other researchers' opinion or research findings included in the thesis are quoted or cited in accordance with ethical standards.



Bandar Lampung, July 5th 2021

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ABILITY IN NARRATIVE TEXT AT THE TENTH
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MOTTO

وَفِي نُسخَتِهَا هُدًى وَرَحْمَةٌ لِّلَّذِينَ هُمْ لِرَبِّهِمْ يَرْهَبُونَ ﴿١٥٤﴾

... "And in their inscription was guidance and mercy for those who are fearful of their Lord."(QS. Al-A'raf: 154)¹



¹ Ahadi, "Quran surah Al A'raf 154 (QS. Al A'raf 7: 154) in Arabic and English translation" (online), available at: <http://www.alquranenglish.com/quran-surah-al-araf-154-qs-7-154-in-arabic-and-english-translation> (Accessed on: November 13th 2020)

DEDICATION

By expressing gratitude to Allah SWT for all blessings that given to me, I would like to dedicate this thesis for my beloved people, especially for:

1. My dear parents, Mr. Jarkasih (alm) and Mrs. Sri Rahayu who never tired to praying for me and always calms me in every condition.
2. My father in law, Mr. Suroto who also always guiding me in every case.
3. My little brother, Abdi Khumaedi who always coloring of my life.
4. My beloved friends, Putri Indah Sari, Amilia Lestari, Fatihkatul Hikmah, Faridotun Nikmah, Hamelia, Triana Dewi, Nadia Alfa Yusria, Putri Zuhelmi who always support and make me laugh in every situation.
5. Big family class E'16 English Education who always support each other.
6. My Almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

The name of the writer is Retno Indarsih. She was born in Tanjung Sari, Baradatu, Way Kanan on August 28th, 1998. She is the first child of 2 children of Mr. Jarkasih (alm) and Mrs. Sri Rahayu. She has only one brother namely Abdi Khumaedi.

She began her first formal education at RA Muslimin Baradatu and finished on 2004 and continued at SDN 1 Tiuh Balak Pasar that graduated on 2010. Then, she continued at SMPN 1 Baradatu that finished on 2013 and on the same year she accepted at SMK YP.17 Baradatu and graduated on 2016. On 2016, after graduating her high school, she registered as a student of English Education Study Program, Tarbiyah and Training Faculty at UIN Raden Intan Lampung.



ACKNOWLEDGEMENT

First of all, all praise is due to Allah SWT, the most merciful, the most beneficent for His blessings given to the writer in finishing the paper successfully. Then, peace and salutation always be with our prophet Muhammad SAW who has guided us from the darkness to the lightness.

This thesis entitled “The Influence of Using Brain Writing Technique toward Students’ Writing Ability in Narrative Text At The Tenth Grade of Vocational High School YP 17 Baradatu Way Kanan in the Academic Year of 2020/2021” is submitted as mandatory fulfillment of the requirements for S1 Degree of English Education Study Program UIN Raden Intan Lampung. Without guidance, help, support and advice from all parties this thesis would not have been completed. Therefore, the writer would like to express the deepest sense of gratitude to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with all staffs.
2. Meisuri, M.Pd, the Chairperson of English Education Study Program at UIN Raden Intan Lampung.
3. Prof. Dr. Idham Kholid, M.Ag as the Advisor who has patiently guided the writer for the completion this thesis.
4. Sri Suci Suryawati, M.Pd as the Co-Advisor who has guided and tirelessly directed the writer to completed this thesis.
5. All of the lecturers of UIN Raden Intan Lampung who have taught the writer.
6. Hi. Basyir, S.Pd.I as the Headmaster of SMK YP.17 Baradatu and all the teachers and staffs who helped the writer in collecting the data for this thesis.
7. Theresia Dwi Sulistyaning Susana, S.Pd as the English Teacher at SMK YP.17 Baradatu who always guided, given the spirit and helped the writer to conduct this research.
8. The students of SMK YP.17 Baradatu, especially students at the tenth grade of OTKP class who have given best participation.
7. My beloved friends, Ami, Ido, Amel and The Iqlima also big family class E 2016 English Education who always supports each other until now.

Finally, nothing is perfect and neither in this thesis. Correction comments or suggestion for this thesis will always be welcome openly.

Bandar Lampung, July 5th 2021

The Writer

Retno Indarsih

NPM. 1611040290



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CHAPTER I

INTRODUCTION

This chapter explains several points about title confirmation, background of the study, identification, limitation and formulation of the problem, the objective, significance and sistematics of the research also some relevant studies.

A. Title Confirmation

This research was entitled the influence of using brain writing technique toward students' writing ability in narrative text at the tenth grade on second semester at the Vocational High School 17 Baradatu, here were the details of the title explanation, as follow:

1. Influence

Influence has many of meanings; in Collins English Dictionary the influence has mean as an affect of one person or thing on another; the power of a person or thing to have such an effect.¹ Meanwhile, Louis Gottschalk defined that the influence as a decisive effect that shapes both individual or collective thoughts and behavior.²

2. Brain writing technique

Brain writing was a technique that silent sharing of thoughts in writing form. As Wilson stated that brain-writing is a technique for creating and arranging ideas quickly by totaling the ideas from other member and exchange the thought in writing form.³ Brain writing create ideas loudly was avoided because when brain writing process had run in silence, some participates or learners can more focus that leads to greater pour of thoughts thus they could be more creative to develop the ideas.

3. Writing

Writing was the humans' communication media which engage of language and written symbols. Hyland said that writing is the action to express and share the individual message that stress on the power of the individual to create the viewpoints that based on the topic.⁴

4. Writing Ability

Writing ability was the power of people to generate written note from words, sentences into some paragraph that can comprehend for that readers.

¹ Collins English Dictionary. Copyright HarperCollins Publisher.

² Louis Gottschalk, *Mengerti Sejarah*, (Depok: Yayasan Penerbit Universitas Indonesia, 2000), p. 171.

³ Chauncey Wilson, *Brainstorming and Beyond: A User-Centered Design Method* (Oxford: Morgan Kaufmann, 2013), p. 44.

⁴ Ken Hyland, *Teaching and Researching Writing* (2th Ed) (United Kingdom: Longman, 2009), p. 9.

5. Narrative Text

Narrative text is a story that involves of problematic actions also tries to get the solution to crack the problem in that story. Moreover, Anderson in Intan confirmed that the narrative text is a part of text to tell a tale to report also amuses the person who reads and listen.⁵

B. Background of the Problem

Writing is one of several skills in English that conclude speaking, listening, reading and writing that the one of them. Writing has combine activity of fingers and thoughts to express the ideas or something that reminds of the brain. According to Richards and Renandya writing is the activity for student to convey their idea or feeling in the form of written style.⁶ It means that writing is the manner to communication with others when they cannot state with speak or oral communication, thus they write letters or memos to convey their feelings. While Elbow, he said that the writing calls on the skill is to create the words and ideas out of the brain of people, but it also ability to evaluate them in sequence to determine which ones to use.⁷ It means in writing, someone can create and arrange some words from the brain through criticism that written on a paper.

Many things that learned in writing skill when be taught to the students at the school, include train the children to use and apply English vocabulary, create, compose the sentences with correct grammar and arrange ideas into a piece of paper. As Harmer said, in learning writing each student must know how the process in writing that consist of planning, drafting, revising and final draft. The first process is planning, where the student brainstorm the idea based on topic. When the ideas have collected, the student arrange in to the sentences until paragraph form, if the first draft was not perfect, they revise to fix anything that has wrong in the first draft and the last step after revising the draft each students must changed the fix draft or final draft in the new paper or just deleted the wrong word or sentence of the draft.

There are lot of English materials that taught based on the syllabus that used at the Tenth grade to teach student's writing skill, such as compare of past simple and present perfect tense, descriptive text, announcement, report text, narrative text, etc. With these materials, students trained to pour ideas and arrange some vocabularies with pay attention to the grammar in writing. During teaching and learning process, teacher suggested to using several techniques, strategies or media to support when conveyed the material. This study, the writer gave supported and improves students' ability in learning writing process. Therefore, the writer applied a technique namely brain writing technique which expected to help students' writing text.

Writing also taught at the Vocational High School and it will be benefit to the students' writing ability as well. Harmer said that writing used to improve students' act with various types of activities

⁵ Intan Karolina, *Teaching Narrative Text In Improving Writing To The Tenth Grade Students Of Sma Negeri 1 Petarukan, Pemalang* (Semarang: Universitas Negeri Semarang, 2006), p. 25. Available on <http://lib.unnes.ac.id/1180/1/2081.pdf> Accessed on February 11th, 2020, Unpublished.

⁶ Jack C. Richards, Willy A. Renandya, *Methodology in Language Teaching_An Anthology of Current Practice* (Cambridge University Press, 2002),p. 303.

⁷ Peter Elbow, *Writing with Power: Techniques for Mastering the Writing Process* (2nd Ed) (New York: Oxford University Press, 1981), p. 7.

(speaking and listening), thus the students must be capable to put in writing form of their actions.⁸ In another sense, writing had the significant ability among some English ability and it can improve their achievement in English lesson when their writing has been reached by the assessment criteria of writing.

Actually, learning writing not be easy, for instance many of students not appropriated with it, one of the reason was lack vocabulary mastery by the students when arrange some sentences to be a paragraph. Tony Silva said that there are some difficulties of writing, such as in a second language writers' text had revised for content less, less fluent (lack of words), less correct (inadequate) and less efficient (lower complete score).⁹ It means that the students still lack on their vocabularies, difficult to create and developed the content, lack in grammatical words to arrange the sentence.

The students and teachers may have some difficulties in coaching and learning the writing process. The writer had conducted preliminary research on September 24th 2019 and got the result, which interviewing to the English teacher in Vocational High School 17 Baradatu, Way Kanan, the name of English teacher is Theresia Dwi Sulistyaning Susana, S.Pd, she said that the difficulties in teaching writing were takes a lot of time during the teaching process, difficult to invite and attract students to learn writing.¹⁰ In the other hand, the writer also gave questionnaire for the students. Based on the result of the questionnaire, the writer found many students' problems in writing, such as misunderstanding words and sentences, confused in combining some words into the sentence even the paragraph and then the punctuation in paragraph that does not function also the students get bored quickly in learning writing process.¹¹ It can be seen in the table below that the students' score at Tenth grade:

Table 1
Scores of Students' Writing at the Tenth Grade of Vocational High School 17 Baradatu, Way Kanan in Academic Year 2019/2020

No	Scores of student	Number of the Students	Percentage
1.	<75	93	59.2%
2.	≥75	64	40.8%
Total		157	100%

Source: Document from the teacher of SMK YP.17 Baradatu, Way Kanan

From that table, the writer concluded that there were 157 students, which 93 students have not passed and 64 students have passed category. Thus, most of students still low in English writing, which minimum achievement criteria of English lesson in that school was 75.

⁸ Jeremy Harmer, *How to Teach Writing* (Longman: Pearson Education Limited, 2004), p. 4-33.

⁹ Tony Silva, *Toward an Understanding of the Distinct Nature of L2 Writing: The ESL Research and Its Implications* (TESOL Quarterly Vol. 27, No. 4, 2009), p. 668. Available on <http://www.jstor.org/stable/3587400>. Accessed on February 3rd 2020.

¹⁰ Theresia Dwi Sulistyaning Susana, S.Pd, *Interviewing to the Teacher*, SMK YP.17 Baradatu Way Kanan, September 24th, 2019, Unpublished

¹¹ The Students, *Giving Questionnaire to the Students At The Tenth Grade*, SMK YP.17 Baradatu, September 24th, 2019, Unpublished

The other problems that may come from the teachers' technique were not too appropriate in teaching process seen from the questionnaire and also the opinions felt by the students in learning writing when in the preliminary research that conducted before. In interviewing to the English teacher, the teacher in that school also used dictation technique in teaching writing to the students, which this technique have some weaknesses when applied such as carry out by repeat thus it made monotonous and students get bored so the students may not too understand and active in learning writing process. Teaching and learning is a process where the teacher and students do the activities and learn in the class which uses the technique or media in teaching process. Therefore, to get the optimal coaching process, the teacher suggested to using the other technique to present the subject material for the students in the class, thus the learning process was more attractive and enjoyable.

From these problems, the writer interested in knowing more deeply about writing and conducted the research to help and improve students' ability in writing narrative by used brain writing. Brain writing which the technique has the purpose to help developed the students' ability to state their thoughts based on the topic in written form.¹²

There were some of the previous studies that correlated to this study. Firstly was about "The Use of Brain Writing 6-3-5 technique to improve Students' Writing Ability of Recount Text" conducted by Filda Hulwani Dewi (2015).¹³ Secondly had conducted by Ratih Purwati about "The Use of Brain writing to Improve the Students' Writing Skill in Descriptive Text at the Second Grade of Mts N 1 Susukan in the Academic Year of 2016/2017".¹⁴ Thirdly was about Using of Brain writing to write a Poem for First Semester Students of English Study Program Muhammadiyah University of Bengkulu that had written by Arin Nurzalinda, Haniffa Putri, Agung Suhadi.¹⁵

Based on these previous studies, the writer had drawn the conclusion that all of them use Brain writing Technique to teach writing with different subject of the study. It could be seen on the first previous research written by Filda Hulwani Dewi who applied this technique to teach students' writing recount text as a subject of study and second previous research conducted by Ratih Purwati that applied this technique to teach writing that focus on descriptive text. And also the last where the writer would to knowing the differences skill of writing with usual technique and also brain writing in teaching writing poem. While in this study, the subject lesson of the study was different, the writer applied brain writing in teaching students' writing narrative text which based on the syllabus in second semester. By applied this technique in teaching process hopefully it can help and more improves their score of English lesson mainly in writing section. Due in this pandemic era, the writer conducted the teaching and learning

¹² Virginia W. Berninger and Todd L. Richards, *Brain Literacy for Educators and Psychologists* (London: Academic Press, 2002), p. 13.

¹³ Filda Hulwani Dewi, *The Use of Brain Writing 6-3-5 Technique to Improve Students' Writing Ability of Recount Text* (Semarang: UIN Walisongo, 2015), p. Vi. Available on <http://eprints.walisongo.ac.id/5083/1/113411080.pdf> Accessed on March 19th, 2019.

¹⁴ Ratih Purwati, *The Use of Brain Writing Strategy to Improve the Students' Writing Skill in Descriptive Text at Second Grade of MTSN 1 Susukan in the Academic Year of 2016/2017* (Salatiga: IAIN Salatiga, 2016), p. 86. Available on <http://e-repository.perpus.iainsalatiga.ac.id/id/eprint/1168>. Accessed on September 12th, 2019, Unpublished.

¹⁵ Nurzalinda, Arin, Haniffa Putri, and Agung Suhadi, "Using of Brainwriting to Write a Poem for First Semester Students of English Study Program Muhammadiyah University of Bengkulu". *Jurnal Vol. 4, No. 1* (Tahun 2018), p.26. Available on <https://jurnal.unived.ac.id/index.php/jlc/article/view/52>. Accessed on September 15th, 2019.

writing online process where the writer used WhatsApp as a media to give the tests and treatment to the students.

Therefore, the writer gives the title of this study, “The Influence of Using Brain Writing Technique toward Students’ Writing Ability in Narrative Text at the Tenth Grade of Vocational High School 17 Baradatu, Way Kanan in the Academic Year of 2020/2021.”

C. Identification and Limitation of the Problem

Reposed on these problems, the writer concluded that in learning writing have the problems especially in writing narrative text, such as:

1. The student got difficulties in arranging words and sentences.
2. Students lack of vocabulary to write a sentence from their ideas.
3. The technique that teacher used not too appropriate in teaching writing course that the students feel based on preliminary’s writer that had conducted before.

From identification problem, the writer limits the subject material of narrative text that focuses on the legend story based on the syllabus in second semester which used in that school.

D. Formulation of the Problem

Be based on the background of the study, the writer formulate the problem that was:

”Is there any influence of using brain writing technique toward students’ writing ability in narrative text at the Tenth Grade of Vocational High School 17 Baradatu, Way Kanan in the academic year 2020/2021?”

E. Objective of the Research

From the formulation of the problem, this study conducted to know whether there is any influence or not by using brain writing technique for students’ ability in writing narrative text at the Tenth Grade of Vocational High School 17 Baradatu, Way Kanan in the academic year 2020/2021.

F. Significance of the Research

From some problem statements, the writer expected the outcome of this study can be useful for parties involved both in theoretically or practically:

1. Theoretically

This study used to describe the information of the impact brain writing technique to teach students' ability in writing narrative text.

2. Practically

- a. For Students

Brain writing technique applied to teach the students' writing and hopefully it can increase students' score in English lesson.

b. For Teacher

This research used to give information for the teacher and give the way how to use the other techniques that more suitable to teaching the student's writing, thus the teaching and learning process will be achieved.

c. For School

This study also expected the contribution of school to provide the characteristic for give the subject materials in the class such as how teaching students, etc for the implementation in learning process and can improve students' ability especially in writing.

G. Relevant Research

The writer had the several relevance studies that connected to this study. The first study was about The Use of Brain Writing 6-3-5 Technique to Improve Students' Writing Ability of Recount Text (At Eighth Grade of SMP Negeri 18 Semarang in the Academic Year of 2014/2015) that conducted by Filda Hulwani Dewi (2015), Islamic Education and Teacher Teaching Faculty Walisongo State Islamic University. Her research had the aim to explained the implementation of Brain writing 6-3-5 technique to improved students' ability in writing recount text and to recognize the progress of students' writing of recount text by use this technique. She did the test and observation to got the data. This research conducted at the Eighth grade students that consist of eight classes, but she only used 8F that consist of 32 students as the sample. The result of her study was the students' progress in writing which improved by used brain writing 6-3-5 technique.¹⁶

The second was organized by Ratih Purwati about "The Use of Brain writing Strategy to Improve the Students' Writing Skill in Descriptive Text at the Second Grade of Mts N 1 Susukan in the Academic Year of 2016/2017". This research had purpose to see whether brain writing can improving writing skill in descriptive text or not. The instruments of her used were observation sheet, documentation and writing assignment. The subject of her study was the students of VIII B class that consist of 28 students. The outcome of this study showed in cycle II which the Mean of post-test score was 81,77. Reposed from that, it could be concluded that brain writing that used to improve the students' skill in writing descriptive text at the eight grade of Mts N Susukan in academic year of 2016/2017 was effective.¹⁷

The last of relevant research about "Using of Brain writing to write a Poem for First Semester Students of English Study Program Muhammadiyah University of Bengkulu" that written by Arin Nurzalinda, Haniffa Putri, Agung Suhadi. Their research had the aim to know the differences skill of writing poem with usual technique and also used brain writing as a technique in write a poem. Besides that, this study was also to know the efficiency of brain writing in learning writing of poem. This study

¹⁶ Ibid, p. Vi.

¹⁷ Ibid, p. 86.

used quasi experimental research design and used test to collect the data. The population of this study was all students of class 1A that consists of 24 students where that class was the sample. The result of their study there was a significant difference in learning writing of poem by using brain writing technique and students who write poem without using brain writing.¹⁸

Based on some relevance studies above, the writer concluded that all of the previous researchers used Brain writing technique to teach writing with different subject of the study. It had be seen on the first relevance studies from Filda Hulwani Dewi where applied brain writing 6-3-5 variation technique to teach students' writing which focus on recount text as a subject of study and second study by Ratih Purwati that applied the technique to teach writing which focus on descriptive text. And the last previous research that had to knowing the differences skill of writing with usual technique and also using brain writing as a technique in teaching writing poem as the subject of the study by Arin, Haniffa and Agung. While in this research, the subject of the study was different, where the students learn about narrative text as the subject lesson based on the syllabus at the Tenth grade in the second semester.

H. Systematics of the Research

The title of this research was "The influence of using brain writing technique toward students' writing ability in narrative text. As from that title, the writer conducted the research to know whether there is any the significant influence or not of brain writing technique to teaching students' ability in writing narrative text. The type of this research was quantitative research that using pre-experimental design and apply one group pre-test and post-test. To collect the data the writer conduct writing test which apply in pre-test and post-test session in experimental class. After carry out the preliminary research and find the problems in students' writing ability, the writer do the research where brain writing technique apply at the treatments in three times. The writer giving the pre-test before apply the brain writing session and after do all of the treatments, the students given the post-test to identify the effect of brain writing technique toward students writing ability.

When the writer conduct the research session, the students at the tenth grade of office administration as experimental class also the subject of this research, and the English teacher in that school also the inter-rater as examiner of the students' pre-test and post-test score, the lecturers who guide and the school who provide opportunities in collecting the data.

¹⁸ Ibid, p.26.

CHAPTER II

FRAME OF THEORY AND HYPOTHESIS

This section the writer presents the theories of writing, narrative text, brain writing technique, frame of thinking also about the hypothesis testing of the research.

A. Theories

1. Writing

a. Definition of Writing

Writing was carried out by everyone in their routine activities. Everyone writes to give the information from their personal or about public information for the other people as the receiver. According to Hyland, he said writing is the action to express and share the individual message that stress on the power of the individual to create the viewpoints that based on the topic.¹ In the other words, writing was the way of person to pass their ideas of the topic in a piece of paper or another tool, like an email etc. Writing has benefit for the student because it can train their ability to arrange some words to be sentences form until paragraph. Teaching writing at the school made students dare to put out their contents, opinions or views of the topic that had given by the teacher, then developed their ideas on a piece of paper, made them in some paragraphs form by pay attention of vocabulary and grammatical structure as the several terms of writing.

Writing conducted by used some parts of body to express the information or ideas to the other people. Furthermore, Raimes argued that writing is the ability where expresses the thoughts or feelings that arrange in some words, sentences and also paragraphs by using eyes, brain and hand.² It means the people be able to use eyes, brain and hand to put and shared our ideas from some words that to be a sentence even until a paragraph. Applying writing in the school, students are challenged to collaborate their eyes and brain to try expressed the ideas, feelings that they thought, then arranged by hand and put in a piece of paper. Students' scores will increase if their skill in writing already reaches the assessment criteria of writing.

Based on some meanings of writing above, the writer concluded which writing was share of personal message or information which expressed by the eyes, brain and hand to arranged of some words to be sentences or paragraphs. All people can express their feelings or thoughts without any limitation. Writing for students also trains the vocabulary and grammar because by several of vocabularies that has collected, it will practice their fluency in arranging some paragraphs.

¹ Ken Hyland, *Teaching and Researching Writing* (2th Ed) (United Kingdom: Longman, 2009), p. 9.

² Ann Raimes, *Technique in Teaching Writing* (New York: Oxford University Press, 1983), p.2.

b. Purpose of Writing

People write some sentences like a simple written form which had the aims of it. Grenville stated that there were several purpose of writing, such as:

1) Writing to Entertain

Not only to create the readers' expressed amusement, but at least it can engage their viewed in several ways, by something very serious, sad, as well as by something funny. Usually it takes in the form of imaginative writing.

2) Writing to Inform

Writing had give information to the people of something. By presence information that had written, we would known everything, such as dailynews, business reports or giving instruction about something.

3) Writing to Persuade

By writing we also can advertise anything that offered, which believe the readers about information that had written. This part included the view or opinion which used with equipped facts.³

Based on the purposes of writing above, it concluded that the general aims of writing, such as to entertain, to give information the other people and to persuade about something that had written.

c. Process of Writing

Writing process was the step when we put out the ideas or feelings until produce in a piece of paper by written form like a sentence or a paragraph. According to Grenville, she concludes there are steps in writing, namely:

1) Greeting Ideas

There are several easy options to get few words on the paper, such as make a list, make a group diagram, or finding information from the book, internet, doing the interview, free writing or non-stop to talking into a paper etc.

2) Choosing Ideas

For choosing the idea, firstly determine whether the ideas would be entertained or not, persuade and give the information for readers or not.

3) Outlining

Outlining is make a plan in the paper, usually it made in list of point form. Firstly, determine the themes of the idea. Secondly, make the index card for summary of the ideas. Then, find the pattern of ideas with determine the beginning, the midpoint and the closing stages or ending of topic in writing.

³ Kate Grenville, *Writing from Star to Finish: A Six-Step Guide* (Australia: Allen and Unwin, 2001), p.1.

4) First Draft

Make the first draft based on some points of the ideas that had written of the outline.

5) Revising

Check and rearrange the first draft that had wrong words or grammar.

6) Editing

This the last stage of the writing process, where the writer write back the first draft as the real or be the final draft⁴.

As Harmer said that there are four steps in writing such as planning, drafting, editing (reflecting and revising) and final draft.

1) Planning, made a plan like brainstorm the ideas in outline.

2) Drafting, tried to make a few sentences or paragraph.

3) Editing the first draft that had wrong in writing, like a grammar, tenses, vocabulary etc.

4) Final draft, if had edited our first draft, then changed if necessary, which become final version or final draft.⁵

From the several of process of writing according to the experts, the writer concluded that when writing process, firstly must determined the theme, then listed the ideas in outlining form based on the topic, started with the first drafting, after had the revision and editing if any an error in the first draft then replace the draft into the second or final draft.

d. Writing Ability

Writing that had we know where the basic skill which also must be taught at the school. According to Siahaan in Ridho, he said that “writing ability is kinds of ability where to share the tip or output for the readers or groups.”⁶ It means by writing ability surely we can conveyed the information such as send the message etc. Not only with one person, but we can communicated with a group of reader.

Writing ability can interpreted as the ability where the students issue their thought in written form by pay attention with the aspect of writing. Heaton described five aspects that must be considered in writing, that were:

1. The content (creative thinking ability also develop the idea based on topic).
2. Organization (composed some words in correct way of sentences).
3. Vocabulary (capability to use the words, idioms and sentences to combine to be a paragraph).

⁴ Ibid, p. 9.

⁵ Jeremy Harmer, *How to Teach English*(Cambridge: Longman, 2004), p. 4.

⁶ Ridho Agung Bharwantona, *The Influence of Using Story Mapping toward Student' Writing Ability in Recount Text at The Second Semester of The Ten Grade of SMAN I Liwa In The Academic Year 2017/2018* (Bandar Lampung: UIN Raden Intan Lampung, 2018), p. 13. Available on <http://repository.radenintan.ac.id/4214/>. Accessed on January 5th, 2020, Unpublished.

4. Language use (the use of the correct structure or grammar in the sentences).
5. Mechanic (the use of punctuation, capitalization, spelling, etc).⁷

Writing ability was benefit to teach students, they will know how the steps in writing with pay attention of some aspects in writing, which the content, organization, vocabulary, language use and mechanics. By applied these aspects, hopefully it could help increase student's ability in writing and easy to understand for the readers.

e. Teaching Writing

Teaching writing was the combination of several activities that conducted in teaching students how express and develop their ideas, feelings or opinions in written language. As Raimes declared that the teaching writing is the unique approach to develop the learning process, especially in writing.⁸ In the other words, the teaching process where the teacher give, describe the subject matter and give a chance to learners to show also develop their skill in educating course. Moreover, Harmer said that writing pedagogic focus on the procedure writing itself, like as pre-writing, editing, redrafting and finally "publishing".¹ Those, as Harmer said the writing is needed to pay attention in the process or step of writing which started from the planning, or write outlining, first draft, editing or revising if there was any wrong in first draft then final draft.

This session carry out the tutor to taught writing objects where the student expressed their ideas or opinions with combined several activities (pre, main and post activity) and pay attention on the process of writing.

2. Text

a. Definition of Text

Text was the original words as of the author. Text is also written material as a basic object for give a speech or lessons. Hyland stated, text has the organization, they are a regular arrangement of words, clauses, and sentences through followed the rules of grammar, writer be capable of instruct a completed of semantic illustration of their planned meaning.² Other meaning of the text was message system that contains words, clauses, and sentences which intended for the readers.

⁷ J.B. Heaton, *Writing English Language Tests* (New York: Longman, 1989), p. 135.

⁸ Ann Raimes, *Op.Cit.*, p.2

¹ Jeremy Harmer, *The Practice of English Language Teaching* (3th Ed) (Cambridge: Longman, 2001), p.257.

² Ken Hyland, *Op.Cit.*, p. 8.

b. Kind of the Text

Here are the several texts which can teach to learners. Accord by Gerot and Wignell in Ridho, the text can be classified in several varieties, such as:

1. Skit Text

This type used to adapt an occurrence that comical.

2. Recount Text

This kind used to repeat the point from entertaining or inform to the readers.

3. Report Text

This text used to report the event of the public in our surrounding environment.

4. Analytic Exposition

Analytic exposition used to convince of something in case.

5. News Item Text

This text notifies the event of the daytime that interesting or considerable.

6. Anecdote Text

This type was short story which contains humorous element that has view of criticism about deal with public, political, environmental and social service.

7. Narrative Text

This text used to entertain of the story, such as fable, legend, etc.

8. Procedure Text

This sort conveys how action in the direction of something steps.

9. Descriptive Text

This kind describe about human being, spot and etc.

10. Hortatory Exposition

Intended for convince of something that be supposed or not happened.

11. Explanation

This sort clarified the procedure of formulation ordinary or community case.

12. Discussion Text

This type where discussed and served some points about something that had discussed.

13. Reviews Text

This text used to criticism of someone's art work for public audience.³

Reposed from the details above, the writer concluded that there were several text by Gerot and Wignell's opinion, for instance spoof or skit text, recount text, report text, analytical exposition, news item text, anecdote text, narrative text, procedure text, descriptive text, hortatory exposition, explanation, discussion text and review text. This study, the writer only focused in narrative text that taught for student's writing at the tenth grade based on the syllabus in second semester.

³ Ridho Agung Bharwantona, Op.Cit., p. 18.

3. Narrative Text

a. Definition of Narrative Text

Narrative text is type of text which has to be taught at Senior High School that based on the School Based Curriculum. Narrative text also the category text that showed the imagine tale that had function to amused readers. Pardiyono in Rodearta argued that narrative text is a type of text that tells history actions that entertain and having moral value also focus on difficult occurrence and decision.⁴ In short, it is kind of text that reopen the story to comfort for readers, and also give the moral value in the last story. While Anderson and Anderson in Intan affirm that “a narrative is a part of text to tell a tale to report also amuses the person who reads and listen.”⁵ Other word it is form which telling the legend which not only to keep amuse but it is to notify for the bookworm on parts of the tale that had written.

Reposed from the definitions above, it can concluded narrative text was kind of text to tell the tale in the long-ago which have purpose to entertained and to give the information of events also provided the moral grade at the last tale for readers.

b. Generic Structure of Narrative Text

Every passage must have a common structure as a guideline in writing process as well as this text; which is the text organization. Derewianka in Diah and Sabri stated that there are three the generic structure or text organization of narrative text, consist of (a) orientation, (b) complication and (c) resolution.⁶

1) Orientation

This part is the introduction of the text and set the scene of the story. It involved what the text that talked about, who plays a role or participates in the story, what the time and placement it happened.

2) Complication

Complication is the text that talking on what event was happening at the story or problems arise. It roams of the clash between the entrants. This section is a key in narrative story. The conflict can showed like normal, common, or emotional.

3) Resolution

This passage is ending of story. This step resolved the trouble of the clash which better or worst.

⁴ Rodearta Purba, "Improving the Achievement on Writing Narrative Text through Discussion Starter Story Technique", *Advances in Language and Literary Studies*, Vol. 9, No. 1 (Januari 2018) (State University of Medan), p. 29. Available on <https://files.eric.ed.gov/fulltext/EJ1166925.pdf>. Accessed on February 4th, 2020, Unpublished.

⁵ Intan Karolina, *Teaching Narrative Text In Improving Writing To The Tenth Grade Students Of Sma Negeri 1 Petarukan, Pemalang* (Semarang: Universitas Negeri Semarang, 2006), p. 25. Available on <http://lib.unnes.ac.id/1180/1/2081.pdf> Accessed on February 11th, 2020, Unpublished.

⁶ Diah PS and M Sabri, "Using Story Circle to Improve Students' Ability in Narrative Text", *Journal Inovish*, Vol.2 No.1 (June 2017), p. 83. Available on <http://ejournal.polbeng.ac.id/index.php/IJ/article/view/186> Accessed on January 20th, 2021.

c. Grammatical Feature of Narrative Text

Grammatical feature is the common technique relevant to style or language that choose to tell the story. Joyce and Feez stated that the several grammatical feature of this text, there were:

- 1) Most of participate used human being or beast character.
- 2) Mainly used act verb which showed something happens walk, arrive, hurt, sing, etc.
- 3) Using view verbs (psychological processes) which show the participant's reaction like as marvelous etc and used past tense.
- 4) Dialogue use a lot of saying verb, there were (replied, asked, said). The tense could be shift to nowadays or upcoming in conversation.
- 5) Descriptive language was the detailed description of the story, thus the readers seem to see and got the feeling for what was described.
- 6) The first or main person could be called (I or we) and other person (she, he or they).⁷

d. The Example of Legend Story

Legend of Malin Kundang

Orientation

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish, he would bring it to his mother, or sell the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone. Many years later, Malin Kundang became wealthy.

He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful wife. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town; "Malin Kundang has become rich and now he is here".

Complication

An old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother. She had pleaded Malin Kundang to recognize her as his mother

⁷ Joyce, H., & Feez, S, *Writing skill: narrative and non-fiction text types*. (Sydney: Phoenix Education Pty Ltd, 2000),

but he kept refusing and yelling at her. At last Malin Kundang said to her “Enough, old woman! I have never had a mother like you, a dirty and ugly woman!”

After that he ordered his crews to set sail to leave old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn’t apologize to her. Malin Kundang just laughed and set sail.

Resolution

Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse, he had turned into a stone.⁸

4. Brain-writing Technique

a. Definition of Brain-writing Technique

A brain means brain and writes means writing. Thus, brain-writing is writing all thoughts that come from mind or brain. Brain-writing is one of the techniques that deliver idea in written form. This technique can improved in generating ideas quickly when running a brainstorming session because brain-writing created the view out loud is avoid, those the member of group further innovative in creating idea based on topic. Brain-writing had split written the paper of thoughts in a group. This technique is primarily used in a group.

The special feature of this technique against the brainstorming is that each the member of group can create and collect ideas alone. According by Paul and Nijstad, they stated that the brain-writing technique will produce the ideas of topic or in conversation.⁹ Brain-writing had created some ideas about something by written collectively with the members in a group. Similar to Brokop dkk declared that brain-writing technique is allow individuals to share ideas with a group through the exchange of ideas written on a paper, or to share ideas through a computer network.¹⁰ One member of group writes an idea, and another read it and add the own feedback and ideas, and then shared with others.

Besides that, Berninger and Todd defined that the brain-writing is one of the technique which had purpose to developing learner’s ability that convey their ideas based on the topic in written form.¹¹ While Wilson argued that brain-writing is a technique for creating ideas quickly by adding the ideas from other member in a group where they write other ideas based on topic on a term paper and exchanging in written form.¹² By use this technique, the students will create many ideas about topic that given by the teacher and could collaborate with members of their group. Similar to

⁸ Utami Widiati, Zuliati Rohmah dan Furaidah, *Buku Bahasa Inggris Untuk SMA/MA/SMK/MAK Kelas X* (Jakarta: Kementerian Pendidikan Dan Kebudayaan, 2017), p. 155.

⁹ Paul B Paulus and Bernard A Nijstad, *Group Creativity: Innovation Through Collaboration* (New York: Oxford University Press, 2003), p. 111.

¹⁰ Flo Brokop and Bill Persall, *Writing Strategies for Learners Who Are Deaf*, (Edmonton: NorQuest Collage, 2009), p. 9.

¹¹ Virginia W. Berninger and Todd L. Richards, *Brain Literacy for Educators and Psychologists* (London: Academic Press, 2002), p. 13.

¹² Chauncey Wilson, *Brainstorming and Beyond: A User-Centered Design Method* (Oxford: Morgan Kaufmann, 2013), p. 44.

Michalko in Hamzah dkk declared that brain-writing technique is a technique for devoting ideas about a subject matter or something in written form which developed by Scientists at the Batelle Institute in Frankfurt, Germany.¹³ This technique focuses on turning an idea that appears and crossed to the brain that generates some ideas.

Same as Baxter uttered that in brain-writing people write some ideas on a paper, whether in column or line form.¹⁴ Each paper passed to the other members in a group and they try to add or develop the ideas based on discuss. Brain writing help the students in arranging their ideas, exploring the ideas into a list and made some sentences based on the list of ideas that their write down before.¹⁵ Brain writing had many advantages and suitable for types of creative work, more flexible approach, because it could be carry out in a group or individuals, public or private, with size groups, with or without criticism and discussion.¹⁶ Brain writing technique is ideal to apply for types of creative work because it will be simple and fast to compose the conclusion of the discussed.

There was the expert declared the important principles that must be remembered in brain writing from Darmadi. Firsr, do not think about whether the ideas procedure are true or false, what is important in this procession is gathering as many ideas as possible with topics. Second, the overlapping of ideas is considered as a natural thing because it is not evaluated. Brainwriting considered more effective than that say their ideas verbally as they did in brainstorming.

Brainwriting technique requires students to be able to write their ideas in writing on a piece of paper or memo, students also can add or exchange ideas with other students in their group. So, with this technique useful to encourage them who are less confident to express their ideas in writing form. And also this technique not need the facilitator or leader in each group, so students free to create and develop the ideas based on topic. Brainwriting technique give chance for students to share the ideas based on their knowledge and this technique use to generate the quality ideas from every person in the group. It means that this technique help students to create a good quality ideas to explore to the other member of group.¹⁷

¹³ Restu Januarty and Asdar A Hamzah Fansury, “Brain-Writing Learning Model Using Episodic Memory In Teaching Narrative Text” *Exposure Journal English Education Department*, Vol. 7, No. 2 (November 2018), p. 92. Available on [Http://Journal.Unismuh.Ac.Id/Index.Php.Exposure/Article/View/1585](http://Journal.Unismuh.Ac.Id/Index.Php.Exposure/Article/View/1585) Accessed On', 2, 90–105.

¹⁴ Ratih Purwati, *The Use of Brain Writing Strategy to Improve the Students' Writing Skill in Descriptive Text at Second Grade of MTSN 1 Susukan in the Academic Year of 2016/2017* (Salatiga: IAIN Salatiga, 2016), p.33. Available on <http://e-repository.perpus.iainsalatiga.ac.id/id/eprint/1168>. Accessed on September 12th, 2019, Unpublished.

¹⁵ Widia Agustina, Lilies Youlia Friatin, “Students' Voice: Applying Brain Writing in Writing Recount Text” *Jurnal Wahana Pendidikan*, Vol. 6, No. 2 (Agustus 2019), p.12. Available on <https://jurnal.unigal.ac.id/index.php/jwp/article/view/2967/2716>. Accessed on January 27th, 2020.

¹⁶ Arin Nurzalinda, Haniffa Putri, and Agung Suhadi, “Using of Brainwriting to Write a Poem for First Semester Students of English Study Program Muhammadiyah University of Bengkulu”. *Jurnal Vol. 4, No. 1* (2018), p. 27. Available on <https://jurnal.unived.ac.id/index.php/jlc/article/view/52>. Accessed on September 15th, 2019.

¹⁷ D M Sadker and Ellen S, “*Gender in the classroom, foundations, skills, methods, strategies, Across the Curriculum*”, (New Jersey: Lawrence Erlbaum Associates, Inc, 2007). Accessed on September 10th, 2021.

This technique give the opportunity for the students to create and share the ideas what they know about the topic of the discussed without take the risk of being wrong.¹⁸ It also can be said the students can generate ideas about what they already know of the topic, and then they can follow the discussion session to help improve their knowledge as well.

Reposed on some definitions above, the writer concluded where the brain-writing technique is a technique to generate quality ideas quickly with members in a group in written form through exchange the paper idea or share their idea from a computer network without take the risk that being wrong.

b. The Procedure of Brain Writing Technique

Chauncey Wilson stated the process of brain-writing technique, there were following:

- 1) Teacher spends 10 minutes to explain what will be discussed.
- 2) Make some groups which each group consist of six to eight students.
- 3) Teacher gives the topics or theme for each group.
- 4) Each student writes the ideas on a paper for a specified time (several minutes).
- 5) Pass or share their paper that contains thoughts or ideas to the next person or beside the member of grouping.
- 6) Silent read and add the new thoughts then arranged into an outline on the paper with no talking to other members.
- 7) Give back the paper with the thoughts to the brain-writing facilitator or each the first writer.¹⁹

Based on that exposure, it can be said that in the first step make some groups and each group will get topic for discuss, then each member in group write the ideas on a paper in several minutes, after that pass or share the ideas to the next member which then added and continue other ideas from the first member.

Similar opinion was conveyed by Michalko in Vina which declared the steps in brain-writing technique as follow:

- 1) Everyone write down their ideas on a paper.
- 2) Then share them with other members
- 3) The ideas on this new paper will stimulate more ideas, which is then added to the list
- 4) The process continues for a certain amount of time, usually 15 minutes.²⁰

¹⁸ Roberta L Sejnost, *"Tools for Teaching in the Block"*, (New York: Corwin, 2009). Accessed on September 10th, 2021.

¹⁹ Ibid., 45.

²⁰ Vina Nur Fatimah, *Pembelajaran Membuat Peta Konsep Dari Buku Fiksi Yang Dibaca Dengan Menggunakan Model Brain Writing Pada Peserta Didik Kelas VIII Di SMP Nusantara Bandung* (Bandung: Universitas Pasundan, 2019), p. 315. Available on <http://repository.unpas.ac.id/42961/> Accessed on February 7th, 2021, Unpublished.

Based on this opinion, it can be concluded that each person records their ideas on a sheet of paper then exchanged for the other members to provide improvements the ideas. The new ideas have been added will stimulate even more ideas. The process lasts for about 15 minutes.

Reposed on some procedures of brainwriting technique from the experts, thus the writer combine and modified the procedures of this technique which applied by using Whatsapp Application as the media in teaching writing narrative process in this pandemics Era.

- 1) Teacher spend 10 minutes to explain the Narrative Text and give understand about grammatical features and generic structure of the text to the students in Whatsapp Application.
- 2) Then teacher provide understanding about brainwriting and how the procedure of brainwriting that applied in learning writing process.
- 3) After all students got understand of the material, then they make some groups in Whatsapp Application, each group consist of 6-8 students.
- 4) Teacher gives the topics about legend story to the groups.
- 5) Teacher asks the students to ask about the materials who do not understand.
- 6) Each member in the groups starts to make outline of ideas individually in 15 minutes based on topic that had choosen of the group.
- 7) After 15 minutes was over, all members must share and show the outline ideas by send a photo of the outlines result or send their outline by direct typing with the other member in their each Whatsapp group that had made before.
- 8) After share the outline ideas in their group, each embers of groups do the silent read of the outline and then they try to adding and continuous the ideas if needed based on the other ideas that had sent by other member in their each Whatsapp group that had made before.
- 9) After all finished, teacher ask students to arrange and make story of Narrative text based on the ideas that had collected before, the story must paying attention with the generic structure of Narrative Text there are orientation, complication and resolution.

c. The Advantages and Disadvantages of Brain Writing Technique

Brokop dkk exposed the benefit of this technique which the students have more time to generate and compose their ideas.²¹

Moreover, the advantages of this technique accorded by Wilson, as follow:

- 1) Accelerating to create the ideas in briefly discussion.
- 2) Minimal used of the leader in a group, so with brain writing each member could be the leader and free to determined the ideas that will be taken later.
- 3) More thoughts that will be get than traditional technique like brainstorming.
- 4) Minimizing the conflict of different argument between members in the group.

²¹ Brokop dkk, Op.Cit., p. 9.

- 5) Reduce nervousness which in brainstorming technique was likely the members feel embarrassed to conveying the thoughts by oral.²²

The disadvantages of brain-writing technique also by Wilson, as follow:

- 1) It is not like collective cluster as brainstorming technique; the members write down thoughts with no discuss to everyone.
- 2) Participants may feel cannot totally convey their ideas in writing form.
- 3) Writing can be something hard for people who immediately interpret of the ideas spontaneously.²³

5. Frame of Thinking

Writing activity is one of the skill in English which had the highest level of difficult than the other skills, like as listening, speaking and reading. In learning writing process, it was generally still many of students hard to convey their experience or view, because some problems including minim of students' collection of words thus the students sometimes feel confused to designing and arranging to be some sentences or paragraphs, grammatical error and many more. Not only from the students but maybe from the teacher, the strategy or technique that used, for instance dictation, assignment methods that often make students low enthusiastic during in teaching learning process and also not too focus on the material that given by the teacher, thus that make the class noisy and learning process not effective.

Based on the students' difficulties above, the writer applied a technique that expected to assist the effective learning course also aid and improve students' writing skill, namely brain writing technique.

Brain writing technique can help learners to express the thoughts in writing on a paper and also collaborate by combining ideas from members in a group and arranged into some paragraphs based on the topic. Thus, the teaching learning writing process will run effectively.

B. Hypothesis

Reposed from the several assumptions of the problems above, the writer made formulate the hypothesis, as follow:

- H_a : There is a significant influence of using brain writing technique toward students' writing ability in narrative text at the Tenth Grade of Vocational High School 17 Baradatu, Way Kanan in the academic year 2020/2021.
- H_o : There is no significant influence of using brain writing technique toward students' writing ability in narrative text at the Tenth Grade of Vocational High School 17 Baradatu, Way Kanan in the academic year 2020/2021.

²²Ibid., p. 47.

²³ Ibid., p. 48.

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